



CHESTER PARK ELEMENTARY SCHOOL OF INQUIRY

835 Lancaster Highway
Chester, South Carolina

Grades	PK-5 Elementary School	
Enrollment	403 Students	
Principal	Dena B. Dunlap	803-581-7282
Superintendent	Mr. John Taylor	803-385-6122
Board Chair	Mrs. Maggie James	803-581-4330

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Below Average
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

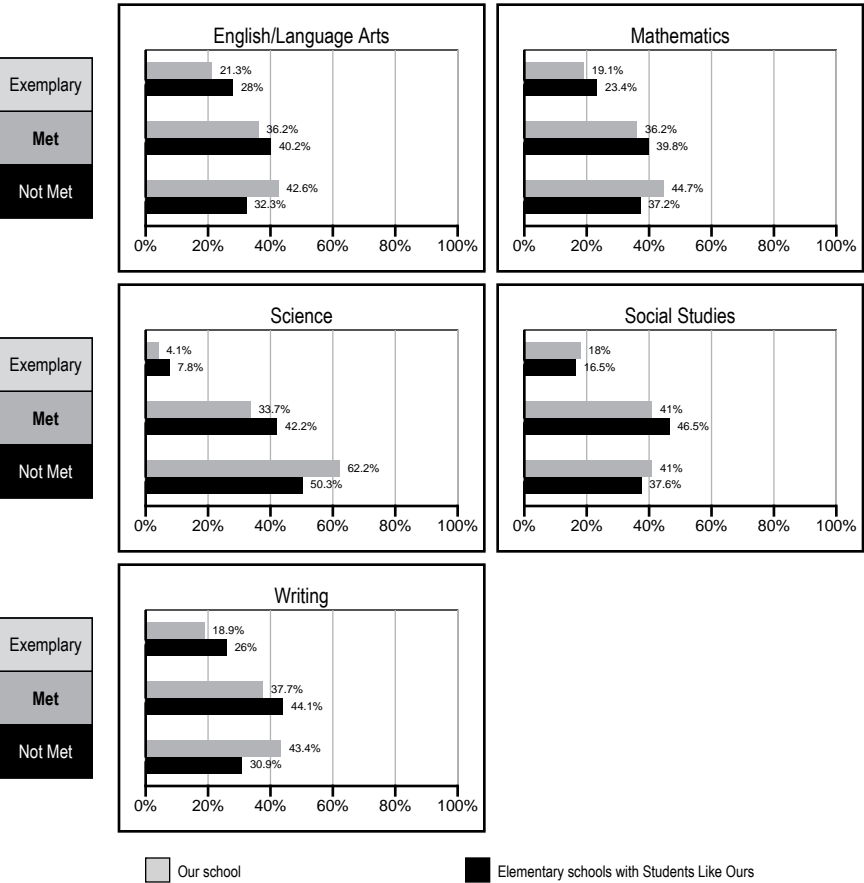
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	106	48	19

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=403)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.8%	Up from 4.0%	1.5%	1.1%
Attendance rate	95.9%	Up from 95.7%	95.9%	96.2%
Served by gifted and talented program	14.1%	Up from 8.6%	6.2%	13.4%
With disabilities other than speech	3.3%	Down from 12.1%	4.3%	4.1%
Older than usual for grade	1.0%	Up from 0.8%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.6%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	75.9%	Down from 78.3%	61.8%	62.5%
Continuing contract teachers	96.6%	Up from 95.7%	83.3%	88.2%
Teachers returning from previous year	84.6%	Down from 85.2%	85.1%	87.8%
Teacher attendance rate	98.8%	Up from 95.3%	95.0%	95.2%
Average teacher salary*	\$46,976	Down 0.6%	\$45,312	\$46,773
Professional development days/teacher	9.4 days	Up from 8.5 days	10.5 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.8	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 19.0 to 1	18.0 to 1	19.9 to 1
Prime instructional time	94.0%	Up from 90.1%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$12,179	Up 0.6%	\$8,224	\$7,447
Percent of expenditures for instruction**	45.2%	Down from 46.5%	68.0%	68.4%
Percent of expenditures for teacher salaries**	42.6%	Down from 45.2%	64.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Located within the Chester Park Complex, the School of Inquiry served approximately 410 students in grades Pre-K to 5 during the 2010-2011 school year. As a School of Choice, our inquiry-based approach to the district's adopted curriculum allows us to prepare students for their futures by involving them in real-life activities and experiences. Some of these include: 4-H, Junior Achievement, Student Council, Safety Patrol, Book Club, Project-based Learning, and the Founders Bank Savings Club.

The School Improvement Council (SIC)/ Title I Planning Team met monthly to discuss Title I activities, special programs, parent involvement, and student achievement. Anitra Hughes, Parent Training Facilitator for the Chester County School District, served as Chair. She coordinated monthly parent activities and workshops, such as MAP/Odyssey, PASS, Title I Annual Parent Meeting, Math Games, and Family Reading Night. The Parent Teacher Organization (PTO) was instrumental in providing funds to assist with the cost of field trips, sponsoring a Spring Carnival to involve families and the community, and recognizing students and faculty with celebrations.

Awards programs were held each nine weeks to recognize students for attendance, honor roll, behavior, academic achievement, and effort. To facilitate home-school communication, a weekly newsletter was sent home to inform parents of upcoming school and community events and to highlight school and student achievements. Parent Communication folders were provided to all students and sent home every Tuesday with important information for parents. Agendas were provided to students in grades 2-5.

Our School Leadership/Data Analysis Team met regularly this year with Dee Dee Hendricks, a national consultant from the Center for Data-Driven Reform in Education (CDDRE). The focus of these meetings was based on "Raising the Bar: A Goal-Focused Approach for Data-Driven School Change."

The School of Inquiry was selected to become a Professional Development School with Winthrop University through their NetScope Project, a multi-million dollar grant received to partner with neighboring schools in order to better prepare future teachers.

There is so much to be proud of at the School of Inquiry, and we will continue to set high expectations to enable all children to become inquiring, life-long learners.

Dena B. Dunlap, Principal Anitra Hughes, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	51	46
Percent satisfied with learning environment	96.7%	80.4%	78.3%
Percent satisfied with social and physical environment	89.7%	82.4%	84.8%
Percent satisfied with school-home relations	69.0%	84.3%	84.4%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	RP
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	152	99.3	43.2	34.9	21.9	74	72.5	82.4	No	Yes
Gender										
Male	87	98.9	48.8	28.6	22.6	67.9	67.7	78.7	N/A	N/A
Female	65	100	35.5	43.5	21	82.3	77.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	24	100	23.8	28.6	47.6	85.7	79.1	88.9	I/S	I/S
African American	127	99.2	46.8	35.5	17.7	71.8	65.1	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	29	96.6	75	17.9	7.1	25	33.9	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	131	99.2	46.5	37.8	15.7	71.7	68.2	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	152	99.3	45.2	36.3	18.5	67.1	71.5	81.9	No	Yes
Gender										
Male	87	98.9	53.6	28.6	17.9	58.3	69.7	79.9	N/A	N/A
Female	65	100	33.9	46.8	19.4	79	73.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	24	100	28.6	33.3	38.1	81	76.8	88.9	I/S	I/S
African American	127	99.2	48.4	37.1	14.5	64.5	65.8	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	70	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	29	96.6	75	17.9	7.1	32.1	43.9	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	88.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	131	99.2	48.8	37	14.2	63.8	66.9	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	106	99.1	61.4	32.7	5.9	38.6	56.9	68.6
Gender								
Male	65	98.5	60.3	31.7	7.9	39.7	56.4	68.3
Female	41	100	63.2	34.2	2.6	36.8	57.5	68.9
Racial/Ethnic Group								
White	16	100	21.4	64.3	14.3	78.6	70.4	80.7
African American	89	98.9	68.6	26.7	4.7	31.4	42.7	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.3	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	20	95	84.2	5.3	10.5	15.8	30.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	83.3	60.7
Socio-Economic Status								
Subsidized meals	90	98.9	66.3	30.2	3.5	33.7	49.4	57.3

Social Studies								
All Students	106	97.2	40.6	40.6	18.8	59.4	60.5	72.5
Gender								
Male	62	96.8	44.1	35.6	20.3	55.9	60.6	72
Female	44	97.7	35.7	47.6	16.7	64.3	60.5	73.1
Racial/Ethnic Group								
White	16	100	21.4	35.7	42.9	78.6	69.9	81
African American	89	96.6	44.2	40.7	15.1	55.8	49.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	21	85.7	72.2	16.7	11.1	27.8	32.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	85	69.7
Socio-Economic Status								
Subsidized meals	90	96.7	47.1	37.9	14.9	52.9	53	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	54	98.2	43.4	37.7	18.9	56.6	60.1	73.2	95.9	95.3
Gender										
Male	30	96.7	55.2	27.6	17.2	44.8	55.9	67.2	95.4	95
Female	24	100	29.2	50	20.8	70.8	64.5	79.4	96.5	95.5
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	68.3	81.5	93.1	94.7
African American	48	97.9	46.8	38.3	14.9	53.2	51.1	61.3	96.5	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	95.6	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	N/A	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	94.3
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	21.6	26	94.6	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	95.6	96.5
Socio-Economic Status										
Subsidized meals	46	97.8	44.4	42.2	13.3	55.6	53	63.2	95.8	94.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	62	100	22.4	36.2	41.4	77.6
	4	56	94.6	59.3	25.9	14.8	40.7
	5	39	100	43.6	43.6	12.8	56.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	36	100	37.5	34.4	28.1	62.5
	4	61	98.4	35.6	42.4	22	64.4
	5	54	100	53.7	27.8	18.5	46.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	62	100	53.4	32.8	13.8	46.6
	4	56	98.2	53.7	35.2	11.1	46.3
	5	39	100	53.8	33.3	12.8	46.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	36	100	43.8	34.4	21.9	56.3
	4	61	98.4	45.8	33.9	20.3	54.2
	5	54	100	44.4	40.7	14.8	55.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	32	100	66.7	16.7	16.7	33.3
	4	55	100	74.1	20.4	5.6	25.9
	5	20	100	75	20	5	25
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	18	100	66.7	13.3	20	33.3
	4	61	98.4	54.2	42.4	3.4	45.8
	5	26	100	73.1	23.1	3.8	26.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	30	100	39.3	46.4	14.3	60.7
	4	55	100	51.9	37	11.1	48.1
	5	19	100	52.6	31.6	15.8	47.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	18	100	23.5	47.1	29.4	76.5
	4	60	95	33.9	51.8	14.3	66.1
	5	28	100	64.3	14.3	21.4	35.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	62	96.8	39.3	42.9	17.9	60.7
	4	55	100	50	33.3	16.7	50
	5	39	97.4	42.1	39.5	18.4	57.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	54	98.2	43.4	37.7	18.9	56.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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